DOCUMENT RESUME

ED 388 850 CE 070 260

AUTHOR Ruhland, Sheila K.; Everett, Donna R.
TITLE Perceptions and Attitudes of Business and Marketing Education Teachers in the United States: Schools and Staffing Survey Results.
PUB DATE Dec 95
NOTE 12p.; Paper presented at the Annual American Vocational Association Convention (Denver, CO, December 1995).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Business Education; *Business Education Teachers; *Distributive Education; *Job Satisfaction; Marketing; Morale; National Surveys; Secondary Education; Teacher Associations; *Teacher Attitudes; *Teacher Characteristics; Teacher Participation; Teaching Conditions
IDENTIFIERS *Schools and Staffing Survey (NCES)

ABSTRACT

Data were collected on the demographic characteristics, educational backgrounds, and perceptions/attitudes of the approximately 1,429 business and marketing education teachers who were among the subsample of 3,538 vocational teachers and total sample of 56,051 public school teachers who participated in the 1990-91 Schools and Staffing Survey. These data were analyzed to develop a profile of business and marketing education teachers in the United States. Among the study's main conclusions were the following: (1) 55.9% of business/marketing teachers have a second major or minor field of study; (2) 60.5% participated in teacher workshops or inservice training, and 85.9% belonged to a professional teacher or educational organization; (3) 50.1% were optimistic about their degree of control over their environment in determining discipline policy and 58.5% were optimistic about their degree of control over curriculum; (4) fewer than half the teachers considered schools effective in assisting new teachers; and (5) building basic literacy skills, promoting good work habits/self-discipline, and promoting occupational/vocational skills were identified as the three most important goals of business/marketing education. It was recommended that teacher educators take a more proactive role in encouraging/developing/administering mentoring programs for new teachers and that teacher educators consider the perceptions/attitudes of experienced teachers when developing preservice training. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 388 850

PERCEPTIONS AND ATTITUDES OF BUSINESS AND MARKETING EDUCATION TEACHERS IN THE UNITED STATES: SCHOOLS AND STAFFING SURVEY RESULTS

by

Dr. Sheila K. Ruhland
Dean, Business Division
Western Wisconsin Technical College
La Crosse, WI 54602

and

Dr. Donna R. Everett
Assistant Professor, Business Education
University of Missouri-Columbia
Columbia, MO 65211

Abstract

The purpose of this study was to analyze data from the 1990-91 Schools and Staffing Survey (SASS) which would provide a profile of business and marketing education teachers in the United States and their perceptions and attitudes. The SASS is conducted every three years by the U.S. Bureau of Census for the National Center for Education Statistics (NCES). Vocational education is "under fire" from all sides: business wants capable, qualified individuals who have technical skills, as well as lifelong learning skills; parents want their children to have marketable skills; principals want students who can pass national tests; teachers want students who want to learn; and students want skills and education to earn a decent living. Results from the study should provide information that administrators, teacher educators, and other vocational education professionals need to know to assist teachers in staying in the profession, as well as identify factors that will enhance teacher satisfaction.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

A Ruhland

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

CE 070 260

RUNNING HEAD:
Perceptions and Attitudes

Introduction

One of the key inputs into the education and training of the nation's future workforce is the quality of the teachers. For more than 100 years, America's teachers have done a more than adequate job of educating young people for work. However, over the last two decades, fundamental changes to a global economy and international competition have focused on the way American education prepares (or does not prepare) its future workers. This concern has led to increased academic requirements, continuous educational reforms, development of national competency standards, and proliferation of technology--all of which are assailing the nation's teaching force and its ability to deliver instruction. When outside pressures are allowed to interrupt and usurp the amount of time available for actual teaching, then the whole notion of academic freedom is abrogated, leading to low morale, job dissatisfaction, and turnover.

The purpose of this study was to analyze data from the 1990-91 Schools and Staffing Survey (SASS) which would provide a profile of business and marketing education teachers in the United States and their perceptions and attitudes. The SASS is conducted every three years by the U.S. Bureau of Census for the National Center for Education Statistics (NCES). The objectives for SASS address five major areas of concerns: (1) profile the nation's elementary and secondary teaching force; (2) improve estimates and projections of teacher demand by teaching field, sector, level, and geographic location; (3) analyze teacher mobility and turnover; (4) develop assessments of teacher quality and qualifications; and (5) obtain more complete information on school policies, practices and programs, administrator characteristics, teacher characteristics, and workplace conditions. Results from the study are not reported specifically by teaching area. Thus, the extraction of the data from the 1990-91 survey as they specifically relate to business and marketing education teachers will be beneficial

for teacher-educators as they continue to prepare teachers for the teaching arena.

The U. S. Bureau of the Census will continue in its role as data collection agent for this survey. The third SASS cycle was administered during the Fall, 1993. The 1993-1994 SASS had similar design characteristics to the previous rounds of SASS. Additions to the 1993-1994 survey were the National Education Goals for the year 2000, including issues on school safety and drug use by students.

Literature Review

Teacher supply and demand generally in this country has been out of balance throughout much of this century (Weber, 1982). Supply and demand and student enrollment numbers figure prominently in preparing prospective business and marketing education teachers. The *National Assessment of Vocational Education: Interim Report to Congress* (1984) reports that there has been a 9% decline in the number of vocational teachers in the nation's secondary schools as reported in the Schools and Staffing Survey: from 160,000 teachers in the 1987-1988 survey to 146,000 in the 1990-1991 survey. In the same time frame, the number of non-vocational teachers increased 7% from 667,000 to 714,000.

Enrollment in business and marketing education courses is directly related to the demand for these teachers. The decrease in vocational education courses at the secondary level is reflected in all vocational areas: agriculture, business, marketing, health, consumer & family studies, trades, and technical education. Overall, there has been a 33% decline in the demand for vocational education courses ("NAVE Plots Decline," 1994). Coinciding with declining vocational student enrollments, the numbers of vocational teachers are decreasing both absolutely and as a proportion of all teachers.

Teacher turnover in public schools is a significant factor undermining program stability and quality within the school district especially when teaching staff are reassigned to other schools, when

teachers move to other districts, and when teachers choose to leave the profession for other pursuits (Boe, Bobbitt, & Cook, 1993). According to Lynch (1986), the turnover problem in vocational education may be exacerbated as teachers find their business, technological, and/or pedagogical skills in demand by businesses and industries or appropriate to their own entrepreneurial pursuits.

Vocational teachers of the year were asked to identify their greatest sources of dissatisfaction with teaching (Brod, Wiedmer, & Wiedmer, 1986). Their responses indicated that 70% felt there was too much red tape and routine duties, 47% felt there were few opportunities for advancement, and 40% cited poor salary and fringe benefits. It seems, then, that attention and resolution must be brought to the long-standing basic issues of teacher compensation, morale, prestige, and overall job satisfaction as they relate to retaining and attracting teachers to the profession.

A study by O'Neil (1993) related to business education reported data on a national level as to the supply and demand for business education teachers. Results from the business education survey indicated over 63% (n=92) of the respondents indicated that supply is greater than demand for secondary business education teachers. Less than 10% of the respondents felt there was a greater demand for business teachers than could be supplied.

Results from a survey, as reported by Ruhland and Wilkinson (1994) related to marketing education, indicated there was a surplus of teachers for secondary marketing education teaching vacancies. There were 173 vacancies and 369 reported graduates available for these positions as of September, 1993. Likewise, it was reported for 1994 that there would be a surplus of secondary marketing education teachers. There were 149 secondary marketing education teaching vacancies anticipated to open, and an estimated 260 graduates available for these positions as of September, 1994.

Since the retention of business and marketing education teachers appears to be important to maintaining these programs at all levels of education, an analysis of the factors influencing perceptions and attitudes of teaching is critical. This study seeks to report factors which affect teachers' job satisfaction, and, ultimately, movement into and out of the business and marketing teaching profession.

Research Questions

To accomplish the purpose of this study, the following research questions were designed:

1. What are the demographic characteristics of business and marketing education teachers who responded to the 1990-91 Schools and Staffing Survey?
2. Are business and marketing education teachers certified in more than one field?
3. What is the participation of business and marketing education teachers in their related professional associations?
4. What are the perceptions and attitudes of business and marketing education teachers regarding teaching and their plans for the future?
5. What additional teaching incentives are provided to business and marketing education teachers?
6. How do the responses of business and marketing education teachers to these questions compare to the responses (where reported) for all vocational teachers?
7. How do the findings from this study affect the preparation of future business and marketing education teachers?

Methods and Procedures

The Schools and Staffing Survey (SASS) is designed to meet the need for information on the characteristics and experience of teachers and administrators and to provide data on aspects of teacher supply and demand and attrition. The 1990-91 SASS surveyed 56,051 public school

teachers; 3,538 of the teachers who responded were classified as vocational education teachers. Of the 3,538 vocational teachers who participated in the survey, approximately 1,429 (40.4%) were classified as business and marketing education teachers. For the purposes of the SASS, business and marketing education teachers were reported as one category.

The researchers in this study were initially assisted by statisticians from the National Data Resource Center in manipulating the data--at the suggestion of Dr. Sharon Bobbitt from the NCES. Additionally, raw data from the SASS, available in hard- and soft-copy formats, were utilized by the researchers to complete the analysis of the data.

The public school sample of 9,586 schools for the 1990-91 SASS was selected from the NCES's Common Core of Data (CCD) school file. The schools and school districts in the sample received introductory letters in the Fall, 1990. Sample schools provided lists of their teachers for use in selecting the teacher sample. The first questionnaire was mailed in mid-December, 1990, and the follow-up mailing in April, 1991. Telephone followup of nonrespondents took place from April through June, 1991. The Public School Teacher Questionnaire had a response rate of 90.3%.

The 1990-91 Public School Teacher Questionnaire consisted of 59 questions, with eight sections: current teaching status, teaching experience, teacher training, teaching load, perceptions and attitudes, incentives and compensation, background, and respondent information. Data analysis used in this study included descriptive statistics and correlational techniques.

Findings

Based upon review of the data, several findings can be reported, as follows:

1. Demographic characteristics only can be reported for all vocational teachers who participated in the SASS: 62.6% were male, 37.4%, female; 89.5% of the respondents were white; 7.3% of the respondents were new teachers; 93.6% were regular, full-time teachers who have been full-time teachers for 15.7 years on the average; 10.35 years, in the current teaching assignment; 90.8% of all vocational teachers have bachelor's degrees; 70.9% of all vocational teachers have taken courses in computer science; 98.0% have a teaching certificate in their main teaching field.
2. It appears that 55.9% of business and marketing teachers do have a second major or minor field of study. Fields most often mentioned included English, business and management, secondary education, elementary education. social studies/social sciences, economics, and physical education/health education.
3. Professional development opportunities reported by business and marketing teachers were as follows: 60.5% participated in teacher workshops or in-service training and 85.7% of the training was relevant to current teaching assignments. Additionally, 85.9% reported being a member of a professional teacher or educational organization; 78.6% reported participating in workshops, seminars or conferences sponsored by these organizations; and 52.9% reported participating in these activities once or twice a year.
4. Business and marketing teachers reported that the major purposes for taking professional development training were to fulfill initial certification requirements for the current position (14.5%); to maintain and/or improve qualifications for current position (63.2%); and to train to teach a different subject matter area (5.4%).
5. Overall, business and marketing teachers appear to be optimistic about the degree of control they have over their environment in determining discipline policy (50.1%), and in establishing

curriculum (58.5%); in selecting textbooks and other instructional materials (77.7%); in selecting content, topics, and skills to be taught (74.5%); in selecting teaching techniques (89.8%); in evaluating and grading students (89.4%); in disciplining students (66.9%); and in determining the amount of homework to be assigned (89.3%). They also report that their principals enforce school rules for student conduct and support them up when they need it (53.4%); they agree that the job of teaching has more advantages than disadvantages (61.0%); if they had the chance to exchange their job as a teacher for another kind of job, they disagree (67.5%); and if they could go back to their college days and start over again, they certainly would become a teacher (32.75). These findings support that 74.9% of the business and marketing teachers plan to remain in teaching as long as they are able or until they are eligible for retirement.

6. Several questions in the survey were aimed at how the school assists new teachers. Business and marketing teachers agree that the school is somewhat effective in assisting new teachers in student discipline (43.6%); in instructional methods (48.4%); in curriculum (47.7%); and in adjusting to the school environment (45.4%). When these teachers were asked if they participated in a formal teacher induction program during their first year of teaching, 77.0% reported that they were neither assigned to a master teacher nor were they part of a mentoring program. In addition, they were asked if they were a master teacher or a mentor in a formal program, 91.9% responded that they were not.

7. Business and marketing teachers were asked to identify the three most important education goals. Their responses ranked the following as most important: building basic literacy skills (48.7%); promoting good work habits/self-discipline (13.1%); and promoting occupational/vocational skills (12.5%).

8. When asked to identify problems in their schools, the business and marketing teachers responded that the following were noted as serious to moderate problems: student tardiness (63.9%); student absenteeism (70.6%); student use of alcohol (62.4%); student drug abuse (49.6%); student apathy (58.7%); and lack of parent involvement (70.5%).
9. Business and marketing teachers rarely receive pay incentives, such as merit pay, bonuses, or career ladder salary increases. The average base salary for all vocational teachers was reported as $31,835. No data were available only for business and marketing teachers.
10. A review of the comparison of responses between business and marketing teachers and all vocational teachers appears to reveal very few differences. Since business and marketing teachers accounted for 40% of the respondents, this might be expected.

Conclusions and Recommendations

On the basis of the findings reported in SASS, it is recommended that:

1. Findings from the SASS as reported for vocational teachers should be analyzed and compared with the responses from their academic counterparts. Although it would be desirable to compare the perceptions and attitudes of business and marketing teachers with the other vocational areas (Agriculture, Industrial Arts, Health Occupations, Consumer & Family Studies, and Trade and Industry), the numbers would be too small to be significant, since business and marketing teachers accounted for 40% of the total vocational teachers who were included in the survey.
2. Additional research should be conducted to identify if there are other perceptions and attitudes that business and marketing teachers have toward teaching.

3. Teacher-educators need to take a more proactive role in their institutions to foster, encourage, develop, and administer mentoring programs for new teachers.
4. Although there are on-going research efforts regarding the supply and demand for business and marketing teachers, it is recommended that these surveys might be expanded to include factors which were identified in this study as significant; e.g., the number of teacher-educator programs which include follow up with new teachers; professional development opportunities for teachers; and how teachers are prepared to deal with problems in the schools.
5. Findings from the 1990-91 SASS should be compared with the 1993-94 SASS (in progress) to determine if there are changes in responses in any of the sections of the questionnaire.
6. Careful attention should be given by teacher-educators to the perceptions and attitudes of experienced teachers for pre-service students in training.

References

Boe, E. E., Bobbitt, S.A., & Cook, L. H. (1993). *Whither didst thou go? Retention, reassignment, migration, and attrition of special and general education teachers in national perspective.* (Research Report No. 1993-TSD2). Philadelphia, PA: Center for Research and Evaluation in Social Policy, Graduate School of Education, University of Pennsylvania.

Brod, R. L., Wiedmer, R. O., & Wiedmer, T. L. (1986). Insights from vocational teachers of the year. *Vocational Education Journal. 61*(2). 29-31.

Lynch, R. L. (May 22, 1986). *Recruitment and retention of vocational education teachers.* Paper presented at the National Colloquium in Washington, D.C.

National Assessment of Vocational Education: Interim Report to Congress. (January 1994). (Research Report OR 94-3601). Washington, DC: U. S. Department of Education.

NAVE plots decline in vocational education demand. (September 19, 1994). *Vocational Education Weekly. 7*(21). 3-4.

O'Neil, S. L. (1993). Business education in the United States: Tenth NABTE survey results (1991-1992). *NABTE Review. 20.* 5-15.

Ruhland, S. K. & Wilkinson, R. F. (1994). *National study of the supply of and demand for secondary marketing education teachers in 1993.* Columbia, MO: University of Missouri-Columbia, Department of Practical Arts & Vocational-Technical Education.

SASS. (1993). *Schools and staffing in the United States: A statistical profile, 1990-91.* (National Center for Education Statistics No. 0-16-041838-0). Washington, DC: U. S. Government Printing Office.

Weber, M. B. (1982). Teacher supply and demand. In H. E. Mitzel, J. H. Best, & W. Rabinowitz (Eds.), *Encyclopedia of Educational Research* (5th ed., p. 1992). New York: The Free Press Division of Macmillan Book Company.